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ABSTRACT

This Quinmester pamphlet presents an overview of the business world and the American free enterprise system, delving into the concept of profit, satisfaction of wants and needs through production and distribution of goods and services, and primary forms of business organization, the effects of business activity on economic growth, and the use of natural resources and labor-management relations. The course rationale is that preservation of the free enterprise system will depend on students' ability to make wise economic decisions. Guidelines, objectives, content, procedures, performance criteria, and student-teacher resources are outlined. Appendixes contain check sheets, a school population chart, and a profit chart. (NH)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

OUR BUSINESS WORLD

Business Education—7711.01

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 095525

OUR BUSINESS WORLD

7711.01

Business Education

Written by Ava McAskill
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

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I. COURSE TITLE--OUR BUSINESS WORLD

II. COURSE NUMBER--7711.01

III. COURSE DESCRIPTION

A. Synopsis
An overview of the business world in which we live; characteristics of our free enterprise system (includes concept of profits); satisfaction of our wants and needs through production and distribution of goods and services; the organization of businesses (sole proprietorship, partnership, corporation, cooperative); effect of business activities on economic growth (includes use of natural resources and labor-management relations).

B. Rationale
The chief objective of Our Business World is to help the young American understand and appreciate the basic economic principles of our democratic system of free enterprise. This course will serve as a basis for any occupational training. In today's uncertainty, it is relatively safe to say that most students will take jobs, raise families, live in communities, pay taxes, and vote. The preservation of our free enterprise system will depend on their ability to make wise economic decisions. It is essential, therefore, that all of them have some knowledge of business and of the economic system.

C. Textbook
One or more of the state adopted textbooks for General Business and/or one of the department's choosing.

IV. COURSE ENROLLMENT GUIDELINES

A. Designed for students in the ninth or tenth grades, but may be of interest to students in lower or higher grades.

B. No pre-requisite courses.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon successful completion of this course, the student will be able to perform the following activities with 80 percent accuracy--

1. describe the place, function, and purpose of business in our economic system in a brief essay;

2. list three reasons why business activities are important in our personal, social, civic, and national life;

3. demonstrate an understanding of the relationship of production, income, and spending by diagnosing a given problem;

4. list five factors that affect a person's standard of living;

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V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

5. discuss the relationship among natural resources, production, and profits;

6. discuss with some understanding the need for maintaining economic growth;

7. choose the correct channel of distribution which shows the producer-consumer relationship from 5 given channels;

8. describe the effect on a private citizen of the relationship of labor, management, and government;

9. state, in writing, the rights of workers, investors, managers, and the government in their respective roles in the American economy;

10. name the five steps in scientific decision making;

11. extract at least two pieces of information from a given graph, chart, or table;

12. display attitudes and ideals in classroom situations that will lead to success in personal, family, civic, business, social, and economic relationships;

13. list five of the democratic freedoms provided by our government and our economy;

14. name and list at least two features of each of three types of business organizations;

15. explain the importance of work to the happiness of people;

16. match given definitions with the following words:

a.	economic system	s.	services	kk.	data processing
b.	corporation	t.	capitalism	ll.	labor
c.	cooperative	u.	communism	mm.	management.
d.	proprietorship	v.	private enterprise		
e.	partnership	w.	socialism		
f.	enterpreneur	x.	competition		
g.	profit	y.	marketing		
h.	extraction	z.	distribution		
i.	fabrication	aa.	middlemen		
j.	services	bb.	distributors		
k.	credit	cc.	place utility		
l.	regulatory	dd.	possession utility		
m.	government	ee.	time utility		
n.	needs	ff.	dividend		
o.	wants	gg.	municiple		
p.	capital	hh.	stockholder		
q.	natural resources	ii.	technology		
r.	business	jj.	automation		

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VI. COURSE CONTENT

A. Equipment and Supplies
   1. Basic
      a. Textbook
      b. Workbook
      c. Writing paper
      d. Pencil
      e. Standard classroom chair with writing arm
   2. Supplementary learning materials
      a. Bulletin board with appropriate posters and displays
      b. Flannel board with appropriate cards
      c. Filmstrip projector, screen, and filmstrips
      d. Film projector and films
      e. Flip chart
      f. Opaque projector or overhead projector
      g. Photographs, pictures, transparencies
      h. Pamphlets, booklets, books
      i. Newspapers, magazines

B. Program Orientation
   1. Course rationale
   2. Expected outcomes
   3. Use of supplementary material
   4. Use of audio-visual material
   5. Instructional procedures

C. Introduction
   1. Definition of business
   2. Business in its economic setting
   3. Need for business knowledge
   4. Consumer role in business
   5. Business services
   6. Career opportunity in business

D. Nature of business
   1. Role of profits in society
   2. Role of the entrepreneur
   3. Entrepreneur's relationship to profits
   4. The American standard of living
   5. Economic decision making
   6. Government regulations

E. Classifications of Industrial Business (Production)
   1. Extraction
   2. Fabrication
   3. Services

F. Types of Ownership
   1. Sole proprietorships
   2. Partnerships
   3. Corporations

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VI. COURSE CONTENT, Continued

a. Alien
b. Foreign
c. Domestic
d. Profit
e. Non-profit
f. Private
g. Governmental

4. Cooperatives
   a. Mutual Companies
   b. Credit Unions
   c. Loan Associations

G. Labor-Management
   1. Labor unions
   2. Management organizations
   3. Regulatory bodies

VII. COURSE PROCEDURES, STRATEGIES, AND SUGGESTED LEARNING ACTIVITIES

A. General Procedures

The key to learning is the desire to learn. This desire comes from within the student and should be stimulated by the teacher. This course lends itself to democratic procedures in which the student can be encouraged to take the initiative in participating in classroom activities. The teacher's skill and the students' experiences can make this possible.

A good learning experience is built upon what the students already know. Interest, enthusiasm, and knowledge displayed by an individual student in a particular area of the subject should be a signal to the teacher. Follow-up work could be assigned such as preparing bulletin boards, collecting materials, or leading a discussion. If a student's interest is recognized, there is greater awareness on the part of all students because enthusiasm is contagious. It will even carry over into other classes.

The first day or two can be spent talking about the course and developing a definition of business. Together teacher and student can browse through a designated portion of the text or texts (beginning with the table of contents) and discuss the contents. In the meantime, someone can make a list on the blackboard of topics which students either want to know about or already know something about.

The students' first assignment might be to make a list of their own business activities. These lists could include riding a school bus, buying from a store, working in a summer job, having a savings account, etc. The important thing about this activity is that it represents goals which the students have set.

The beginning portion of this course is an exploratory process; it is also an orientation period in which the student acquires the background for participation.

It should NEVER be hurried. The advantages of this method are twofold: It is an excellent way to gain early insight into individaul differences of class members; and it reveals the student's greatest interests, thus preventing needless repetition of topics.

B. Providing for Individual Differences

One way of dealing with individual differences is to vary the teaching procedure. The projects assigned to students should differ in degree of difficulty so that each student is given an opportunity to participate according to his own ability. Assigning responsibilities differently can accomplish this goal. If an activity involves committee work, the superior student can be assigned a chairmanship while the slower students can participate as members; or in a school survey, the better students can collect data while the slower ones can tabulate it. Even though all students are participating in the same activity, provision is being made for individual differences.

C. Providing for a Favorable Learning Climate

A learning climate is made up of several factors. All of the preceding suggestions will contribute, but PRAISE is a most effective stimulus. It is especially helpful to slow learners. Daily success of the class as well as individual members should be quickly pointed out. In general, use a positive approach rather than a negative one.

Criticism should be specific. General, sweeping criticism of a class or of an individual is ineffictive because it does not provide anything concrete with which the students can solve their problems. To be constructive, criticism should focus on the work, not on the student or the class. Simply urging students to do better has little effect; specific difficulties should be pointed out to individuals.

D. Learning Activities

Anything a student does is an activity. Some activities are primarily mental, such as studying, watching a film, etc. The following activities require more involvement on the part of the students.

1. Discussion

Most of the economic decisions students will make in future years will be based on their ability to interpret facts and to exchange ideas with others. Classroom or small group discussion helps to develop this ability.

Classroom discussion should not be confused with the question-and-answer method, which is teacher dominated. A discussion is a group conversation dealing with a topic or issue

VII. COURSE PROCEDURES, STRATEGIES, AND SUGGESTED LEARNING ACTIVITIES, Continued

of significance for students and society such as:

a. Machines - friend or foe of workers?
b. How will the wage-price freeze affect the average teen-ager?
c. What types of new businesses are needed?
d. How can economic losses be reduced?

A discussion should lead to conclusions. Good students may be given the responsibility of summarizing for the class. The advantages of discussion are that students develop the ability to communicate with others and learn how to argue constructively.

2. Buzz Sessions
For this activity the teacher divides the class into small groups of four or five and then poses a problem or question. The groups are given five or six minutes to discuss it; and then one person, elected from each group, summarizes the discussion for the entire class.

3. Projects
A project may be an individual, a group, or a class activity. Examples of individual projects are written and oral reports, learning activity packages, notebooks, and scrapbooks. Group activities might be the preparation of displays, exhibits, and research activities. A compilation of a buying guide could be a class project. All of these activities involve the use of materials and data readily available but needing to be put into usable form.

4. Written and oral reports
Reports, whether oral or written, help students develop individual initiative. They also develop a knowledge of and an ability to use resource materials. To obtain maximum value of these reports, teachers should assign topics that are not thoroughly covered in the text. "The History of Insurance" or "The Early Days of Labor Unions" are examples.

5. Notebooks
A very useful type of notebook project is a "career guide" in which the student records information he has collected about occupations in which he has an interest.

6. Current events
The advantages of using current events related to our business world are:

a. All students can participate.
b. It provides an opportunity for the low ability student to succeed, but does not insult the intelligence of the average and above average students.

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VII. COURSE PROCEDURES, STRATEGIES, AND SUGGESTED LEARNING ACTIVITIES, Continued

c. It helps students to relate what they are studying in class to the world and their immediate community.
d. It serves to keep the class up to date.

Current events could be used once a week on a "Current Events Day" or every day for a few minutes at the beginning of each class.

7. Workbooks
Workbooks can provide many valuable items that are not included in the text. They provide the student with a plan for organizing his work. They save teaching time by making it unnecessary for the teacher to prepare and duplicate required business forms; and they provide uniformity in the organization of student reports thus facilitating the checking of papers. They can be an effective teaching device as out-of-class assignments or as quiet, classroom, teacher-directed activity.

E. Supplementary printed materials

1. Newspapers
Newspapers are one of the most valuable supplementary materials used in this course. They are a source of information about local and world events. In studying these events, the students should be given an interpretation such as: How will the new regulations governing installment purchases affect the consumer? What will the wage and price freeze do for the economy? This type of study helps the student understand how business functions and the effect of business on their daily lives.

2. Magazines
News magazines are good sources of information for term papers as well as for oral reports. They are excellent sources of graphs, charts, and statistical tables to supplement and update the textbook material. If the teacher will keep a card index of magazine articles under specific topics and jot down a brief annotation of contents, references can be more readily assigned.

3. Booklets and pamphlets
Booklets and pamphlets may be used several different ways.
a. Assign an oral report based on a specific publication.
b. A variety of booklets and pamphlets kept in the classroom will provide parallel reading and supplementary information during supervised study.

c. Multiple copies may be kept in the library for assigned committee work.
d. Use an excellent source for making transparencies of charts and graphs to use with an overhead projector to enrich classroom discussion.

F. Visual Aids

1. Flannel board
One big advantage of the flannel board is its flexibility. Objects can be moved around easily in order to achieve a particular sequence or order of events. It also frees the teacher to give full attention to the class.

A colorful flannel board will hold the interest of students because cards containing key words can be placed before them at the very instant in which they will make the greatest impact.

2. The flip chart
A flip chart is a series of large sheets of paper fastened together at the top (similar to a school tablet) and mounted on an easel. These sheets are ideal for drawings, sketches, flow charts, or outlines. A great advantage is the ability to store and reuse materials for review.

3. Opaques and transparencies
Both the opaque and overhead projectors enable the teacher to stand in front of the room and face a class. The advantage of the overhead (compared with the opaque projector) is that the room need not be darkened for its use. Both machines give great versatility to classroom instruction.

Photographs and colored pictures from magazines or books can be shown on the opaque projector without tearing them out of the books or periodicals. Written student reports may be shared with the class by using the opaque projector. Transparencies for overhead projectors may be used to show tables, drawings, or typewritten material.

4. Films and Filmstrips
These visual aids are effective only when followed by discussion. This discussion will help tie together what has been seen and determine the degree that the information and ideas contained in the film or filmstrip are understood.

VII. COURSE PROCEDURES, STRATEGIES, AND SUGGESTED LEARNING ACTIVITIES, Continued

It is sometimes helpful to allow students a short period of time following the showing of a film or filmstrip to make notes on questions that occured to them during the showing. These questions will serve as the basis for discussion.

VIII. EVALUATIVE INSTRUMENTS

A. Pretest
A pretest (parallel of the final) could be given on the first day or two for the purposes of learning what concepts of our business world are already held by the students. The information from the pretest could be used to select students for groups or to make individual assignments.

B. Short Answer Tests
These may be used to measure the student's achievement in each unit. They should measure student understanding of significant parts of the subject matter.

C. Interim Tests
Interim tests could take the form of workbook questions, essay tests, written reports, oral reports, group discussions, or case studies.

D. End-Of-Course Test
The final test should measure all items in the course objectives.

E. Scoring and Grading
With some preplanning, the scoring and grading of all tests can be made objective. A simple grading sheet is included in the Appendix. A grader can circle a number that ranks the work according to each of a variety of factors. The numbers earned can then be totaled and a final grade obtained from the totals.

IX. RESOURCES FOR STUDENTS

A. Books

Crabbe, Ernest H.; DeBrum, Joseph S.; Haines, Peter G. General Business for Economic Understanding, 9th Edition. Cincinnati: South-Western Publishing Company, 1966.

DeBrum, Joseph S.; Haines, Peter G.; Malsbary, Dean R.; and Crabbe, Ernest H. General Business for Economic Understanding, 10th edition. Cincinnati: South-Western Publishing Company, 1971.

Nanassy, Louis C. and Fancher, Charles M. General Business and Economic Understandings, 3rd Edition, Englewood Cliffs: Prentice-Hall, 1968.

Price, Ray G.; Musselman, Verna A; Hall, J. Curtis; and Weeks, Edwin E. General Business for Everyday Living, 3rd Edition. New York: Gregg Division of McGraw-Hill Book Co., 1966.

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IX. RESOURCES FOR STUDENTS, Continued

B. Workbooks

Crabbe, Ernest H.; DeBrum, Joseph S.; and Haines, Peter G. Activities and Projects, First Semester; General Business, 9th Edition. Cincinnati: South-Western Publishing Company, 1966.

Nanassy, Louis E. and Fancher, Charles M. Business Activities, Book I; 3rd Edition. Englewood Cliffs: Prentice-Hall, 1968.

Price, Ray G.; Musselman, Vernon A.; Hall, J. Curtis; and Week. Student Activity Guide, Part I, General Business For Everyday Living, 3rd Edition. New York: Gregg Division of McGraw-Hill Book Co., 1966.

C. Practice Set (optional)

Business Practice, 6th Edition, G135. Cincinnati: South-Western Publishing Co.

D. Audio-Visual Aids

1. Learning activity packages
A series of learning activity packages are available through Textbook Services, 2210 S. W. Third Street, Miami, Florida 33135

#11J-LP-5 Expressway to Success In Everyday Living
The Changing Nature of Employment
Dade County Public Schools, 1971

#11J-LP-9 Wise Buyer, P-3
Outlet Sales
Dade County Public Schools, 1971

#11J-LP-10 Banking, P-1
Banks in Your Community
Dade County Public Schools, 1971

2. Videotapes
Videotapes correlated with the above learning activity packages are available from the Department of Media Services, Dade County Public Schools, 1971.

3. Audiotapes
A general business series of audiotapes by ERA is available from Western Tapes; P.O. Box 69; 2273 Old Middlefield Way; Mountain View, CA 94040.

4. Charts, posters, transparencies
Charts, posters, transparencies are available from South-Western, Prentice-Hall, and McGraw-Hill Publishers.

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IX. RESOURCES FOR STUDENTS, Continued

E. Programmed Booklets

Consumer Education Programmed Learning Instruction Booklets. Delta Pi Epsilon National Office. Gustaves Adolphus College. St. Peter, MN 56082.

X. RESOURCES FOR TEACHERS

A. Books

Douglas, Lloyd V.; Blandford, James F.; and Anderson, Ruth I. Teaching Business Subjects, 2nd edition. Englewood Cliffs: Prentice-Hall, 1965.

Crabbe, Ernest H.; DeBrum, S. Joseph; Haines, Peter G. Methods of Teaching General Business, Cincinnati: South-Western Publishing Company, 1968.

Doughtrey, A. A., Methods of Basic Business and Economic Education. Cincinnati: South-Western Publishing Company, 1965.

B. Supplementary Textbooks

Glos, J. E. and Baker, Harold A., Introduction to Business. New York: Gregg Division of McGraw-Hill Book Co., 1968.

Hastings, Paul G. Introduction to Business. New York: Gregg Division of McGraw-Hill Book Co., 1968.

Mauser, Ferdinand and Schwartz, David J. American Business, an Introduction, 2nd Edition. Chicago: Harcourt, Brace & World, Inc., 1970

Musselman, Vernon A. and Hughes, Eugene H., Introduction to Modern Business, 5th Edition. Englewood Cliffs: Prentice-Hall, 1969.

C. Reference Material

Teachers' manuals, tests, keys, and supplementary student projects are available from South-Western, McGraw-Hill, and Prentice-Hall Publishing Companies.

D. Newspapers, Magazines, Pamphlets

1. Local city newspapers, community newspapers, Wall Street Journal, and New York Times are available in most school libraries.

2. Business Week, Barrons, Time, Consumer Reports, and Consumer Guide are available in most school libraries.

3. Selected leaflets, pamphlets, and current publications are available from Superintendent of Documents, Government Printing Office, Washington, D. C. 20402.

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X. RESOURCES FOR TEACHERS, Continued

E. Monographs

South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227.

Monograph 92, Visual Aids for Business and Economic Education
Monograph 83, Guidance in Business Education
Monograph 98, Let's Educate Youth for Effective Business Life
Monograph 104, Toward Better Economic Education
Monograph 107, Motivation in Teaching General Business
Monograph 110, Some Concepts Essential to a Basic Understanding of Economics

F. Audio Visuals

1. Learning Activity Packages

Teacher materials to accompany the Expressway to Success in Everyday Living Series through Textbook Services, 2210 S. W. Third Street, Miami, FL 33135.

2. Bulletin Boards

A 32 page booklet in which principles of good bulletin board design are presented. ($1.00) "Bulletin Boards, High Wide, and Handsome", Bruce Miller, Box 369, Riverside, CA 92502.

APPENDIX

Check Sheet for Essay Tests, Term Papers, or Written Reports

Student's Name:

	VALUES*				
	A	B	C	D	E
Original thinking and comprehension of the report, 15%	4	3	2	1	0
Ability to analyze and comprehend significance of findings, 15%	4	3	2	1	0
Organization of material, 10%	4	3	2	1	0
Ability to write in a businesslike manner, 10%	4	3	2	1	0
Appearance; presentation, 10%	4	3	2	1	0
English; spelling; punctuation; gramm r, 10%	4	3	2	1	0
Ability to gather information, 10%	4	3	2	1	0
Completeness of report, 10%	4	3	2	1	0
Ability to summarize and draw conclusions, 10%	4	3	2	1	0
Subtotals:					

Grand Total Points: Grade:

Comments:

*Some credit may be deducted if the paper is late.

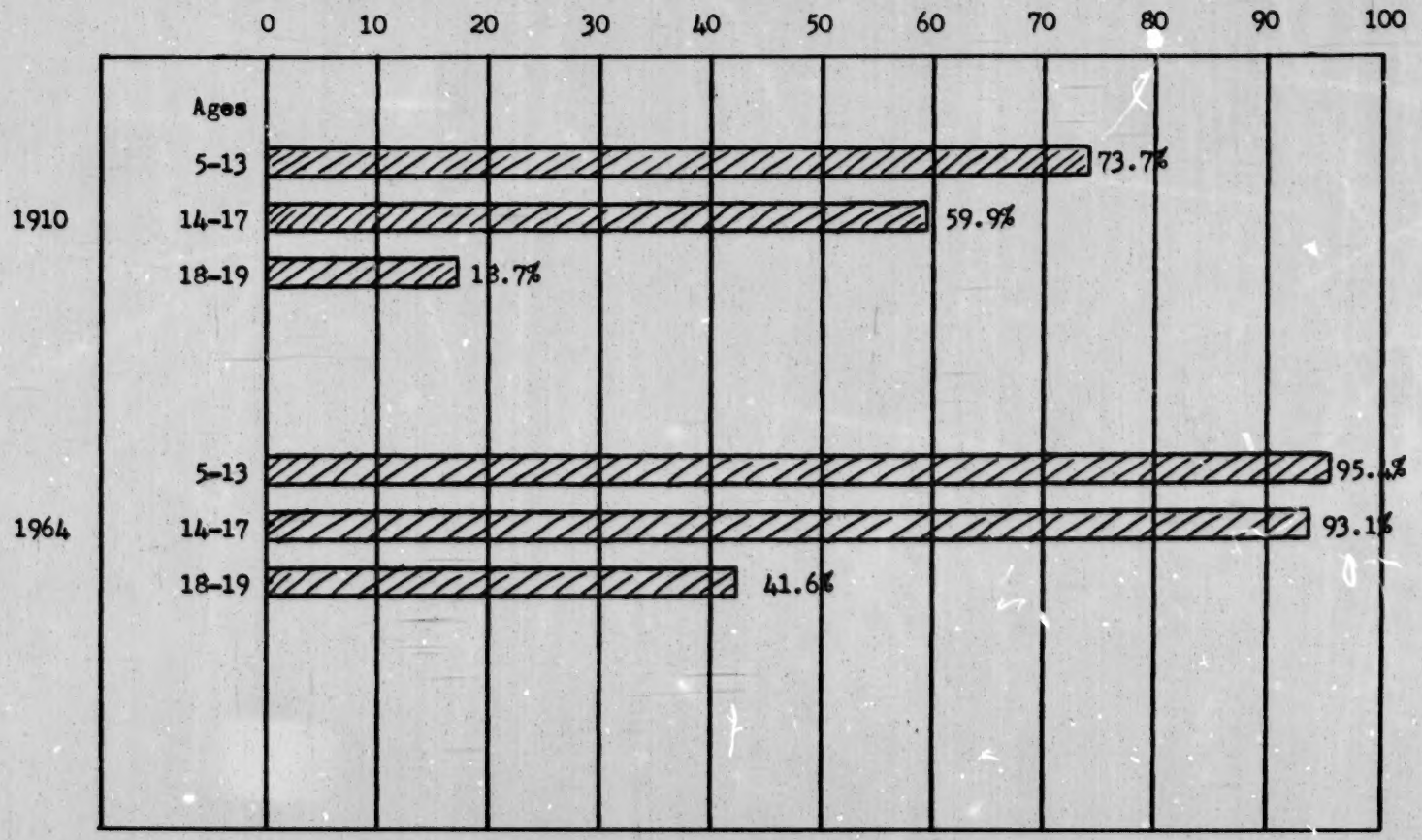
Check Sheet for Individuals in Group Assignment

Instructions: Using a separate rating sheet for each participant, indicate the extent of each group me ber's contribution to the project by circling the letter grade you would give him for each item listed below:

Student's Name:

Contribution in oral discussion	A	B	C	D	E
Contribution in library or interview research effort	A	B	C	D	E
Ability to cooperate with group	A	B	C	D	E
Effectiveness in getting ideas across	A	B	C	D	E
Leadership	A	B	C	D	E
Assistance in preparation of report	A	B	C	D	E

Explanation and critique of this participant's work.


PERCENT OF POPULATION ENROLLED IN SCHOOL
0
10
20
30
40
50
60
70
80
90
100
Ages
1910
5-13
14-17
18-19
73.7%
59.9%
18.7%
1964
5-13
14-17
18-19
95.4%
93.1%
41.6%

NET PROFIT IS WHAT IS LEFT
AFTER ALL COSTS OF A BUSINESS ARE PAID